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*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, and an ethic of service, student empowerment, opportunity, and lifelong learning.*

**Course Syllabus, Summer 2018**

## **SYLLABUS FOR SECONDARY METHODS**

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### **Instructor Information**

**Course Number: MAT 526 T**

**Instructor: Dr. Dawn Greene**

**Office: 500A**

**Office Phone: (219) 473-4306**

**E-mail: dgreene@ccsj.edu**

Office Hours: By Appointment

Course Dates: May 12-26, 2018

Course Times: Saturday 8-2:00 PM

Course Meeting Room: 308

### **Mission of the Education Program:**

*Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21<sup>st</sup> Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.*

### **Vision of the Education Program:**

*Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.*

### **About Your Professor:**

Dr. Greene has always had a desire to teach and maintained a position teaching evening classes while working in the field of Business. After eventually transitioning to full time high school teaching, she pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and administration. After working as a teacher, school principal, administrator, district assistant superintendent and higher education adjunct professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational

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Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

**Prerequisites:** MAT 500 (Education Psychology), MAT 502 (Foundation in Education), MAT 504 (Child Development), MAT 516 (Curriculum Development)

**Textbook:**

Resource material provided in class.

**Additional Resources used in class:**

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for Middle and high school teachers*. Corwin Press: CA.

**Learning Outcomes/Competencies:** Teacher candidates will demonstrate reflection and understanding of the following:

**Course Outline & Class Dates:**

**WEEK 1**

<b>Prior to class</b>	Read chapters 1 & 2
<b>During Class</b>	<b><u>Class Discussions:</u></b> <ul style="list-style-type: none"><li>- <i>Multiple Intelligences in the Classroom</i></li><li>- <i>Authentic Learning</i></li><li>- <i>Classroom Diversity</i></li><li>- <b>In class assignment: Learning styles matrix</b></li></ul>
<b>Due for the week:</b>	<b>Student interview: Please see “ASSIGNMENTS” for guidelines.</b>

**WEEK 2**

<b>Prior to Class</b>	Read Chapters 3 & 4 <i>Teach w/presentations</i>
<b>During Class</b>	<b><u>Class Discussions:</u></b> <ul style="list-style-type: none"><li>- <i>Educational Outcomes</i></li><li>- <i>Lesson Planning</i></li><li>- <i>Concept Maps</i></li><li>- <i>Clear Objectives</i></li><li>- <b>In class assignment chapters 5 &amp; 6</b></li><li>- <i>Validity and Reliability</i></li><li>- <i>6 Principles</i></li></ul>
<b>Due for</b>	<b>Written Discipline Philosophy/Policy: Please see “Assignments” for</b>

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<b>the week:</b>	<b>guidelines.</b>
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**Week 3**

<b>Class</b>	<b><u>IRIS</u></b>
<b>Due for the week:</b>	<b>One-day cross-curricular lesson plan: Please see “Assignments” for guidelines.</b>

**Standards for Indiana: <http://www.doe.in.gov/standards>****INTASC Teaching Standards:**

	THE LEARNER AND LEARNING
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
	CONTENT KNOWLEDGE
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
Standard #7: Planning and Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard # 8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	PROFESSIONAL RESOPONSIBILITY
Standard #9: Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership	The teacher seeks appropriate leadership roles and opportunities to take

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and Collaboration

responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Learning Strategies:** Professional literature analysis, whole group discussions, small group activities, professional consultation (interviewing), professional observation (classroom), personal reflection, individual assignments (lesson plan and unit plan).

## **ASSIGNMENTS**

### **Chapter Readings:**

Your textbook is your resource. Although we will use the book, we will not study the book and read chapter by chapter; this will be your responsibility. Class discussions will come from the textbook.

### **Blackboard Assignments (Due Dates posted on Blackboard)**

Complete the required blackboard assignments by responding by due date. Then respond to at least one of your classmates in each discussion.

### **Student Interview: Week #1**

This assignment will allow you to develop a series of questions to ascertain what your student thinks that are learning and why. Generally, you will ask the student to describe how they feel about the education that they are receiving, why they feel the way that they do and how they feel that education could be improved. Please look for opportunities to expand on the discussion with your student based on their responses. Please submit a one-page reflection on this student interview experience. Reflect on what you learned from the student and how it will benefit or change your classroom delivery and presence. Paper should be double spaced with standard 12-point font.

### **In Class Assignment on Gardner:**

This assignment will be conducted in the computer lab. You will conduct a Learning Styles Inventory of yourself. Based on this information, you will develop a Matrix identifying your strengths, challenges, goals, and needs. In understanding your learning styles you will become better teachers. After creating a Matrix, write a **1 page** self-analysis of your strengths, weaknesses and what you will need in your class that will meet your learning style and how it will relate to your teaching style. Post in Blackboard as a Microsoft Word document attachment in understanding you who are as a teacher and how you can make teaching decisions based on your learning styles. <http://www.edutopia.org/multiple-intelligences-assessment>

### **Discipline Philosophy and Procedure:**

Develop the Classroom Management Procedure you will use in your classroom. State the procedure and explain how you will model this procedure in order for it to be effective. In



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addition, you must outline how you will present it to parents. Incorporate your current school policy with your own classroom procedure (if currently in a classroom). If you are not currently in the classroom, use an observed method. Considerations might include: Discipline and rewards, method of policy delivery for students and parents, rationale for system used and a written illustration of what the process looks like. This is a two-page double spaced paper with standard 12 point font.

### **Classroom Observation and Reflection:**

You are to observe another teacher's class to see their classroom management strategies and procedures, instructional strategies, transitions, presence and assessment strategies. Look around the room and note the culture and atmosphere created. Use all of this information in your one-page reflection (paper should be double spaced in standard 12-point font). This will be an assigned school that will allow you to participate in "assisting the class for a day".

### **Cross-Curricular Lesson Plan for one day:**

Develop a 1 day cross curricular plan utilizing the CCSJ lesson plan template in your content area. You must illustrate how you will work with other content areas to formulate a lesson that supports your chosen standard. The lesson plan should be complete with methodology, strategies, adaptations and assessment. As an example: a cross curricular lesson plans may integrate a standard lesson that includes reading the Diary of Anne Frank (E/LA) that works with the History teacher on outlining the historical sites and connections as a connected lesson for that day. **You are to write your lesson plan for your own content area, then write a one-page summary on how you will work with another content area to formulate a lesson that supports your chosen topic and standard.** What will the other content area lesson look like? How will the other content area support your lesson? What is the assessment for both lessons? Spell out objective and learning goals. You will present this information in summary and teach your content portion of the class.

### **\*\*Clinical Experiences for those who are not in the classroom:**

Clinical experiences are required for each education methods course. You will observe in a classroom setting.

- Lesson plans must include all components as listed on the CCSJ lesson plan template
- You will spend a total of **3 school days** with the CT. It's your choice how you arrange this with the CT.
- I will observe you teaching 1 class period, or more if needed. I will email you your feedback.
- Have a pre and post-test on your teaching topic
- Day one: observation, discuss with CT the subject, lesson you will teach, etc.
- Day two: Give pre-test (short – only on what you will be teaching); Teach the lesson and continue to teach as directed by the CT.
- Day three: Give post test (revise the pretest). Continue to teach as directed by the CT.

### **Class Policy for Assignments:**

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**GRADING SCALE:**

<i>Assignments</i>	<i>Points</i>
Participation	5
Student Interview Reflection	15
Learning Styles Inventory Reflection	15
Cross Curricular Lesson Plan	15
Classroom Reflection Review - Classroom	20
Discipline Procedure/Philosophy	15
In-class Assignments	15
<b>TOTAL POSSIBLE PTS.</b>	<b>100</b>

Grading Scale: **Instructor reserves the right to alter scale and assignments as necessary.**

<b>Grade</b>	<b>Points</b>
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72
C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 and below

<b>Responsibilities</b>	
<b>Attending Class</b>	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course. Make up work will only be accepted from a college-sponsored event absence on the day that you return to class.
<b>Turning In Your Work</b>	<b>You cannot succeed in this class if you do not turn in all your work on the day it is due. The instructor reserves the right to decline to accept late work.</b>

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<b>CCSJ Student Honor Code</b>	<p><b>This course asks students to reaffirm the CCSJ Student Honor Code:</b></p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"><li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li><li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li><li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li><li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li></ul>
<b>Using Electronic Devices</b>	<p>Electronic devices may only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent. The instructor reserves the right to be asked that all electronic devices be turned off during class.</p>
<b>Participating in Class</b>	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you will not be allowed to complete work during class time, you will be asked to leave and marked absent.</p>
<b>Doing Your Own Work</b>	<p><b>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</b></p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Tracking Your Progress</b>	<p>Be sure to see how you are doing and follow up with your instructor.</p>
<b>Sharing Your Class Experience</b>	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves</p>

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	you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>Student Assistance Program</b>	This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067.
<b>CCSJ Alerts:</b>	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .



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## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE.** **DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.



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4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

#### HAZARDOUS MATERIAL SPILL/RELEASE

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

#### TORNADO

##### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

#### SHELTER IN PLACE

##### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

#### BOMB THREATS

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Do not touch it!
  - Evacuate the area.

#### TERRORISM AND ACTIVE SHOOTER SITUATIONS

##### EMERGENCY ACTION

1. Call 911 and report intruder.

#### RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.

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6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything, you can use as a weapon.
8. **Forget about being shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, and neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.